

The UVA Wise Teacher Education Program CAEP Annual Accreditation Report

Date Submitted 4/12/2025
Reporting Date Range 9/1/2023-8/31/2024

The University of Virginia's College at Wise Teacher Education Program (TEP) is currently fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). This annual report presents key metrics across CAEP's accountability measures, demonstrating continued program effectiveness and complete success. Data indicates high employer satisfaction, strong complete performance, and 100% pass rates on required licensure assessments. The UVA Wise TEP maintains active engagement with stakeholders to ensure program relevance and quality.

Per the Virginia Department of Education (VDOE) and the Virginia Board of Education (VBOE) agreement with the Council for the Accreditation of Educator Preparation (CAEP), the following information represents the annual report of the University of Virginia's College at Wise Teacher Education Program (TEP). The following measures are reported annually through the AIMS data collection site and available publicly at

<https://www.uvawise.edu/academics/departments/education>.

Faculty within the UVA Wise TEP prepare the Annual Report to address the specific reporting measures. The information in the Annual Report does not represent a full program evaluation. Every 7 years, the TEP prepares a detailed and thorough accreditation report that contains information and evidence on all CAEP standards and program requirements for the Virginia program approval process. Therefore, the evidence presented highlights evidence that most closely represents and demonstrates a progression in the required measures. The UVA Wise current accreditation is scheduled to end on June 30, 2031.

UVA Wise Current CAEP Accreditation Status 2024: Fully Accredited

UVA Wise List of Reviewed Programs 2025:

- Early Childhood 3 & 4 Year Old
- Elementary Education PK-6
- Foreign Language-French PK-12
- Foreign Language-Spanish PK-12
- Health and Physical Education PK-12
- Library Media PK-12
- Music Education- Instrumental PK-12
- Music Education-Vocal/Choral PK-12
- Theatre Arts PK-12
- Special Education General Curriculum K-12
- Engineering 6-12
- English 6-12
- History and Social Science 6-12

- Mathematics 6-12
- Science Biology 6-12
- Science Chemistry 6-12
- Science Earth Science 6-12
- Career and Technical Business and Information Technology
- Drivers Education
- Mathematics Algebra 1

The UVA Wise 2025 Annual Reporting Group:

UVA Wise 2025 CAEP Annual Reporting Group (Competers for Years 1-3)					
Endorsement	Level	Year 3 F2021- S2022	Year 2 F2022- S2023	Year 1 F2023- S2024	Totals
Algebra 1	6--12	0	0	0	0
Career and Technical – Business and Information Technology	6--12	0	1	0	1
Drivers Education	6--12	0	0	0	0
Early Childhood	3&4 Yr	0	0	0	0
Elementary Education	PK-6	18	10	9	37
Engineering	6--12	0	0	0	0
English	6--12	1	1	2	4
Foreign Language-French	PK-12	0	0	0	0
Foreign Language-Spanish	PK-12	1	0	0	1
Health and Physical Education	PK-12	1	5	2	8
History and Social Science	6--12	5	5	3	13
Library Media	PK-12	0	0	0	0
Mathematics	6--12	0	0	0	0
Music Education- Instrumental	PK-12	0	1	0	1
Music Education-Vocal/Choral	PK-12	0	0	0	0
Science – Chemistry	6--12	0	0	0	0
Science – Earth Science	6--12	0	0	0	0
Science –Biology	6--12	0	0	2	2
Special Education – General Curriculum	K-12	2	4	1	7
Theatre Arts	PK-12	0	0	0	0
Totals		28	27	19	74

CAEP Accountability Measures 1-4

Measure 1: Completer Effectiveness and Impact on P12 Learning and Development

Standard R4.1 states that the provider documents that program completers effectively contribute to P12 student-learning growth and apply in P12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

The EPP measures the impact program Completers have on P12 learning and growth using multiple instruments at multiple times and evaluated by multiple evaluators. Considering the multitude of variables in measuring P12 learning, finding instruments that provide valid data which can be used to determine candidate preparedness and program quality is very difficult.

The EPP has identified 27 instruments (noted in the Evidence Matrix below) and procedures that relate to the measurement of P12 learning/growth. While not all 27 items are included within the CAEP Annual Report, the three sources of evidence that provide the most valid and reliable data sources (Alumni Survey, Employer Survey, and the Positive Impact on Student Learning Report) are expanded here.

Experience demonstrates that our Completers are more likely to share P12 student learning data if there is a recognizable collection system and the collection timeline/purpose. In 2017, the EPP contracted with Watermark to use its software package Student Learning & Licensure to maintain, store, score, and report on EPP-created assessment instruments. The contract provides candidates with a seven-year membership. The seven-year membership is important because it begins when the candidate is in their second year at the College and will continue for three years after graduation/completion of the program.

EPP faculty believed if we could get candidates acclimated to complete the evaluations in Watermark while they are students at UVA Wise, then they would be more likely to complete evaluations after graduation. The experience with the system would encourage evaluation completion. In addition to the software system, EPP faculty and members of the EPP Advisory Committee felt that completers would be more willing to share data if they were made aware of the evaluation schedule and purpose of the evaluations early in the preparation program.

Evidence Matrix for Measuring P12 Learning Growth

UVA Wise Evidence Matrix for Standard 4					
CAEP Standards		R4.1 Completer Effectiveness	R4.2 Satisfaction of Employers	R4.3 Satisfaction of Completers	Totals
	INTASC				
	Evidence				
1	Alumni Survey (Teaching Years 1,2,3)	X		X	2
3	Bristol Virginia Public School Agreement		X		1
4	CAEP Annual Report	X	X		2
5	Checkpoint System	X	X	X	3
8	Clinical Faculty Training Videos	X	X		2
10	Completer Survey (End of Internship)	X		X	2
11	Disposition Evaluation	X			1
12	e-Portfolio	X			1
17	EDU 4090 Foundations of Assessments	X			1
18	EDU 4090 Packets (Lesson Plan, Assessment, Reflection)	X			1
21	Employer Survey (Teaching Years 1,2,3)	X	X		2
22	Employment Milestones and Eligibility for Employment	X	X		2
25	EPP Advisory Committee Survey	X	X		2
30	Evidence Matrix	X	X	X	3
31	Exit Interviews (End of Teaching Internship)	X		X	2
32	GPA (Entrance and Exit)	X			1
33	Internship Experience Survey			X	1
34	Internship Observation Evaluation (Clinical	X			1
35	Internship Reflection Journal			X	1
38	Lesson Plan Evaluation	X			1
39	Lesson Plan Implementation Evaluation	X			1
40	Memorandum of Understanding (MOU)		X		1
42	P12 Assessment Scores	X			1
43	Paid Student Teaching Internships		X		1
44	Positive Impact on Student Learning Report	X			1
45	Praxis Core Math Assessment	X			1
46	Praxis Subject Area Assessments	X			1
47	Reading for Virginia Educators Assessment	X			1
48	Southwest Virginia Public Education Consortium		X		1
49	Student Teaching Internship			X	1
50	Summative Evaluation	X			1
55	VDOE Licensure Competencies	X			1
56	Virginia Communications and Literacy	X			1
57	Watermark Student Learning & Licensure	X			1
Total Evidence by Standard		R4 (34)			
Total Evidence by Sub-standard		27	11	8	

Note: Not all components of evidence are reported during the Annual Report. A full report on each component is conducted as needed for Advisory meetings, specific reports, and accreditation site visits. The Employer Satisfaction Survey, the Completer Survey, and the Positive Impact on Student Learning are reported in the Annual Report.

Employer Surveys

The UVA Wise Teacher Education Program (TEP) uses two types of Employer Surveys. One Employer Survey is an EPP-created assessment that is housed in Survey Monkey and one Employer Survey was developed by the Virginia Education Assessment Collaborative (VEAC)

to reach a broader state-wide audience. Every April/May, the survey link is sent via email to building administrators where EPP completers have been employed for 1, 2, or 3 years.

Building administrators are asked to evaluate completers using prompts that indicate their awareness of P12 student learning under the EPP completer guidelines. In 2025, employers returned 27 surveys on approximately 74 completers. The 36% return rate is a misleading percentage as building administrators who have more than one UVA Wise Completer may submit a survey based on all the UVA Wise Completers working in their schools.

Administrators choose between 4 ratings: 1 point for Ineffective, 2 points for Emerging, 3 points for Target, and 4 points for Accomplished. Results from the survey indicate that candidates in all endorsement areas reached a target goal of 3 or higher out of a possible 4 points.

The survey is sectioned into themes of professional competencies, evidence of growth, application of content, and performance standards. Within the themed sections, prompts were used as evidence of the completer's ability to promote growth in student learning.

Table 1: Employer Survey Results (3-year Average Cohort Scores)

Competency Area	Average Score (out of 4)
Candidate content knowledge	3.58
Knowledge of learner and learning	3.80
Reflection of professional growth	3.50
Impact on student learning	3.40
Knowledge of academic standards	3.60
Application of content and pedagogy	3.40
Assessment of and for student learning	3.70
Learning environment	3.60
P12 student growth and achievement	3.30

Results from the Employer Survey indicate that all candidates in all endorsement areas reached scores well above the 3.0 target values for each evaluative instrument.

Alumni Surveys

Similar to the Employer Survey, the TEP uses two Alumni Surveys. The Alumni (Completer) Survey is administered by the UVA Wise TEP and the Virginia Education Assessment Collaborative (VEAC). The TEP Alumni Survey was created by the EPP and the second survey was created by the state-wise collaborative, VEAC. The EPP-created assessment is housed in Watermark Student Learning & Licensure.

Every April/May, the EPP embarks on a search for completers from the last three years. The search is conducted by using social media accounts, word of mouth, reports from school

administrators, self-reporting from completers, and reporting from the VDOE. Identifying and locating completers is sometimes a very difficult task. As a supplement to the EPP efforts, VEAC also administers an Alumni Survey state-wide in an attempt to reach a broader audience. With both surveys, information is emailed to completers for the first three years of employment.

Completers are asked to self-evaluate using prompts that indicate their successes with P12 student learning. As noted above, the survey is administered each year in April/May. In 2025, completers returned 33 surveys out of approximately 74 completers.

Candidates choose between 4 ratings: 1 point for Ineffective, 2 points for Emerging, 3 points for Target, and 4 points for Accomplished. Results from the survey indicate that candidates in all endorsement areas reached a target goal of 3 or higher out of a possible 4 points.

The survey is sectioned in themes of professional competencies, evidence of growth, application of content, and performance standards. Within the themed sections, prompts were used as evidence of completers' ability to create growth in student learning.

Table 2: Alumni Survey Results (3-year Average Cohort Scores)

Competency Area	Average Score (out of 4)
Candidate content knowledge	3.80
Knowledge of learner and learning	3.50
Reflection of professional growth	3.55
Impact on student learning	3.30
Knowledge of academic standards	3.40
Application of content and pedagogy	3.50
Assessment of and for student learning	3.30
Learning environment	3.40
P12 student growth and achievement	3.42

Results from the Alumni Survey indicate that all candidates in all endorsement areas reached scores above the 3.0 target values.

Positive Impact on Student Learning Report

The Positive Impact on Student Learning Report is an excellent indicator of P12 learning and how completers are using the knowledge and pedagogical skills gained in the EPP in their respective P12 classrooms. Completers have a suitable understanding of the report and how to complete the report because they are required to submit a similar Positive Impact on Student Learning Report after the student teaching experience. Every EPP completer who can be located is asked to submit an impact report for each of their first three teaching years.

Instructions for the report include:

1. Implement an assessment of a small group or a class
2. Describe the grade, subject, and child/student
3. Conduct research to develop baseline knowledge, key elements, vocabulary, etc.
4. Clearly list learning objectives (noting College and Career Ready Standards if applicable)
5. Report on the instructional approach
6. Ensure lesson plans address all learners
7. Apply evidence-based practice in teaching
8. Administer a pre-test and a post-test
9. Differentiate instruction/assessment/other
10. Conduct analysis of data (e.g., item analysis, data collection over time, pre-and post-test comparison, display data in a table or graph)
11. Report P-12 student performance using a comparison model to show pre-test score, post-test score, and the difference between the two scores
12. Interpret results and write a reflection
13. Using the data-based decisions, create remediation plans (if needed)
14. Cite research evidence that informed decisions made in this report

The Positive Impact on Student Learning Report results are individualized; therefore, reporting completer results into endorsement areas and by cohorts does not appear to offer the ability to make generalizations from the data.

- One completer noted a 77% increase in the class average from the pretest to the post-test
- Another candidate reported a 15-point increase in the class average from the pretest to the post-test

The data suggests that PK6 and secondary endorsement completers from these samples demonstrated significant P12 student learning and growth. The data further indicates that completer knowledge and pedagogical skills learned in the preparation program are being effectively applied in P12 classrooms.

Faculty in the EPP and EPP Advisory Committee are using the results from the Positive Impact on Student Learning Report as one part of many (Alumni Survey, Employer Survey, P12 Assessment Results) to make a holistic evaluation of R4.1. EPP Faculty and members of the EPP Advisory Committee agree that results from the report combined with results from the Employer Survey are the most useful in completer and program evaluations.

Sample Impact Reports:



Positive Impact on Student Learning

School: Eastside High School

Subject: 10th Grade Biology

Standards Being Addressed:

BIO.3 The student will investigate and understand that cells have structure and function.

c) cell structures and processes are involved in cell growth and division.

Methods to Assess Student Gains in Achievement:

The students will be given a pre-test prior to the lesson on cell division with a focus on mitosis to assess their prior knowledge on this process of cell division. The teacher will teach the students the phases or stages in cell division with a focus on mitosis in order as well as the events that occur in each phase. The teacher will use visual aids of each of the phases to help the students identify the phases and visualize the events that occur in each of them. The students will create and present their own poster presentation of the cell cycle for assessment of their understanding of the phases and events that occur in each of the phases. As a final individualized assessment, the students will be given a post-test at the end of the unit to assess how much knowledge on the cell cycle the students have gained.

Objectives for the lesson:

1. The students will order the phases of the cell cycle in the order of occurrence (interphase, prophase, metaphase, anaphase, telophase, and cytokinesis).
2. The students will list the 3 stages of interphase (G_1 , S, and G_2).
3. The students will recognize and identify images of the phases of the cell cycle.
4. The students will distinguish and reiterate the events that occurs in the phases of the cell cycle.

Documentation of Student Learning:

The students were given a pre-test prior to the lesson to assess their prior knowledge on the concepts of cell division with a focus on the process of mitosis and a post-test at the end of the cell division unit. The post test had the students identify the phases in the cell cycle, order the phases, and recognize the events that occur in each of phases. The grades were as follows:

STUDENT	PRE-TEST SCORE	POST-TEST SCORE	GAIN/LOSS
1	11	100	+89
2	18	88	+70
3	0	76	+76
4	11	100	+89
5	23	91	+68
6	33	91	+58
7	0	100	+100
8	0	100	+100
9	0	100	+100
10	11	36	+25
AVERAGE	10.7	88.2	+77.5

The chart above shows that all students showed a positive increase in scores after the lesson. Student 10 that showed a much lower improvement compared to the others. This particular student has an IEP through which the student is supposed to go with the aid to have test and other assignments read aloud, but refused to go. Additionally, she was moved away from her boyfriend (student 2) in the class which made her upset. When asked why she did not go with Miss. Elliot, she responded saying that she did not fail because she did not go with the aid. She said that she was just not having a good day, which we assume is because of the seat rearrangement considering she did not show signs of having a bad day until she was moved. The majority of student showed a significant increase of 58 or more points which only excludes student 10 who still increased by 25 points.

School: Union Middle School

Subject: 5th Grade Science

Standards of Learning Addressed: 5.6 The student will investigate and understand that visible light has certain characteristics and behaves in predictable ways.

Daily Objectives:

- Students will be able to define light energy with 95% accuracy.
- Students will be able to identify part of a light wave with 90% accuracy.
- Students will be able to define the visible light spectrum with 90% accuracy.
- Students will be able to label parts of a light wave with 85% accuracy.

Methods to Assess Student Gain in Achievement: The students will be given a pretest at the beginning of the school week to assess their knowledge of light waves and light energy. The teacher will teach the students the content by differentiating instruction. The teacher will show Youtube videos that introduce the content. The teacher will conduct students in PowerPoint activities that teach the students parts of a light wave. Throughout the week, the teacher will give worksheets for students to practice labeling the parts of a light wave.

Documentation of Student Learning: The students were given a pretest at the beginning of the week to assess their prior knowledge on concepts that were introduced in earlier grades. The test consisted of 10 multiple choice questions where students were asked to define light energy and label different parts of the light wave. At the end of the week, students were given post-test to assess their understanding. The pretest and post-test were identical. Grading was as follows:

Student	Pretest Score	Post-test Score	Gain/Loss
1	90	100	+10
2	90	90	+0
3	80	100	+20
4	70	100	+30
5	80	100	+20
6	90	100	+10
	83.33%	98.33%	+15

The chart above displays the scores of six randomly selected students to participate in this. The pretest scores provided information that most of the students had prior knowledge of the topic before. The post-test showed that all students, except one, showed drastic improvement in the content.

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Component R4.2)

The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P12 students and their families.

The UVA Wise TEP measures the satisfaction of employers and stakeholder involvement through multiple measures. One source of evidence for employer satisfaction is the data collected from the Employer Survey. Evidence of Stakeholder Involvement is demonstrated through the Advisory Board Agenda and the Clinical Faculty Training Agenda/Participation. Based on the following results, employers are satisfied with UVA Wise Completers, and stakeholder involvement remains a core component of the EPP.

Employer Satisfaction Survey

The Employer Satisfaction Survey is sent to the Assistant Principal or Principal where the Completer is employed for the first 3 years after completing the TEP. The supervisor is asked to complete the survey in April or May with the Completers name and the respective teaching experience year (Year 1, Year 2, or Year 3) noted on the survey. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1).

UVA Wise must ensure that employers are satisfied with the Completers' preparation. The Employer Satisfaction Survey assumes that program quality and Completer effectiveness can be measured by employers' (building administrators) observations and Completer performance reviews. The survey seeks to partially evaluate the program based on responses to a series of questions. The survey obtains employers' opinions as they respond to questions by selecting from a rating (Accomplished, Target, Emerging, Ineffective) scale.

As experienced educators, administrators, and school leaders, building principals are in the position to provide objective, valid, and reliable evaluations of beginning teachers. Principals are familiar with instructional practices, content knowledge, teacher growth, college and career-ready standards, use of technology, and P-12 student growth.

Employer Satisfaction Survey 2025										
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	Completers Year 1 (F23,S24), Year 2 (F22,S23), Year 3 (F21,S23)								74 Completers, 23 Responses, 3 Year Averages	
	Total completers 74, 23 returned surveys									
	BIO	BUS	ENG	H&PE	HIS	MUS	PK-6	SPA		SPED
Survey Question	2	1	4	8	13	1	37	1	7	
Professional Competency										
1. Content Knowledge			3.2	3.3	3.7		3.8		3.2	3.4
2. Knowledge of Learner and Learning			3.3	3.6	3.6		3.2		3.7	3.5
3. Planning & Instructional Practices			3.4	3.7	3.9		3.6		3.6	3.6
4. Professional Collaborative Activities & Co-Teaching			3.3	3.4	3.3		3.3		3.3	3.3
5. Interactions/Collaborations for Diverse Students			3.7	3.8	3.5		3.4		3.3	3.5
Evidence of Growth										
6. Reflection of Professional Growth			3.5	3.2	3.2		3.8		3.2	3.4
7. Impact on Student Learning			3.4	3.6	3.2		3.5		3.3	3.4
Application of Content										
8. Knowledge of Academic Standards			3.7	3.8	3.5		3.4		3.7	3.6
9. Application of Content and Pedagogy			4.0	3.4	3.7		3.4		3.4	3.6
College & Career Ready Standards										
10. Skill & Commitment			3.4	3.8	3.7		3.2		3.7	3.6
11. Student Access			3.5	3.2	3.3		3.2		3.6	3.4
Use of Technology										
12. Student Engagement & Learning			3.9	3.5	3.5		3.8		3.5	3.6
13. Enrichment of Professional Practice			3.6	3.2	3.2		3.7		3.5	3.4
Performance Standards										
14. Performance Standard 4: Assessment of and for Student Learning			3.4	3.2	3.4		3.3		3.6	3.4
15. Performance Standard 5: Learning Environment			3.5	3.8	3.2		3.4		3.2	3.4
Performance Standards										
16. P-12 Student Growth and Achievement			3.3	3.4	3.6		3.4		3.3	3.4
17. Comparison of overall preparedness to other institutions (new for 2019)			3.6	3.3	3.6		3.7		3.4	3.5
Cultural Competency										
Graduates are aware that different cultures exist.			3.4	3.3	3.4		3.5		3.2	3.4
Graduates use their knowledge, awareness, and sensitivity to change behaviors, attitudes, and practices for better outcomes in relationships.			3.4	3.3	3.6		3.3		3.8	3.5
Graduates are aware that cultures are constantly changing.			3.2	3.1	3.4		3.7		3.7	3.4

Stakeholder Involvement

UVA Wise is intentional about stakeholder involvement. Our campus is located in the southwestern part of Virginia where hills and valleys separate communities. Stakeholders are key to our mission and the college couldn't function without the support and involvement of stakeholders. The EPP is no different than the college as a whole, we rely on input and feedback from EPP stakeholders. Below is a table of stakeholder groups involved in EPP decision-making over the past year. The table indicates the stakeholder name, makeup, purpose, and actions.

Table 3: Stakeholder Involvement

Stakeholder Name	Makeup	Purpose	Actions/Involvement
Teacher Education Admissions Committee	UVA Wise Faculty and Staff (from all disciplines)	Accept and review candidate applications in EEP. Conduct interviews of candidates. Recommend admittance, remediation, or deny entrance into EPP. Hear cases concerning the	Met (September, October, November, February, March, and April). Provided feedback on candidate quality and reviewed the removal of EPP members. Make recommendations to improve

Stakeholder Name	Makeup	Purpose	Actions/Involvement
		removal of candidates in the EPP.	candidate quality and application processes.
UVA Wise Teacher Education Program Advisory Board	Local P12 school superintendents, central office personnel, local P12 school administrators, UVA Wise faculty, and educational community members.	The purpose of the advisory committee is to provide an opportunity for leaders within the P12 school community to meet with the UVA Wise Education faculty to collaborate on issues related to teacher education and licensure	Suggest improvements to internships, mentor involvement, and validate assessment instruments.
Academic Affairs Review	UVA Wise Provost and Academic Dean	Annual Review of EPP using enrollment data, budget reviews, and requests for changes.	Successful program review and satisfactory rating. Moving forward with the proposal for a new teaching endorsement in Early Childhood Education.
Memorandum of Understanding (MOU)	UVA Wise TEP and Virginia School Districts	The purpose of the MOU is to indicate the College's intent to collaborate with Virginia School Districts and to provide a framework for hosting/mentoring teacher candidates	Updated MOUs

Measure 3: Competency at Completion (R3.3 and R3.4)

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through the application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant to the EPP's mission.

The UVA Wise TEP measures candidate competency at completion using multiple measures such as Licensure Exams and EPP created assessments. With each measure, candidates must meet satisfactory performance levels to complete the UVA Wise TEP.

Licensure Assessments

The Virginia Department of Education (VDOE) along with the Virginia Board of Education (VBOE) require a passing score on prescribed assessments. The specific test(s) that are required vary depending on the endorsement but all candidates must reach a passing score on the Virginia Communications and Literacy Assessment (VCLA).

100% of UVA Wise Completers passed all licensing exams for the state of Virginia. The pass rate for assessments required for specific endorsements (Praxis Subject Assessments and Teaching Reading) is 100%.

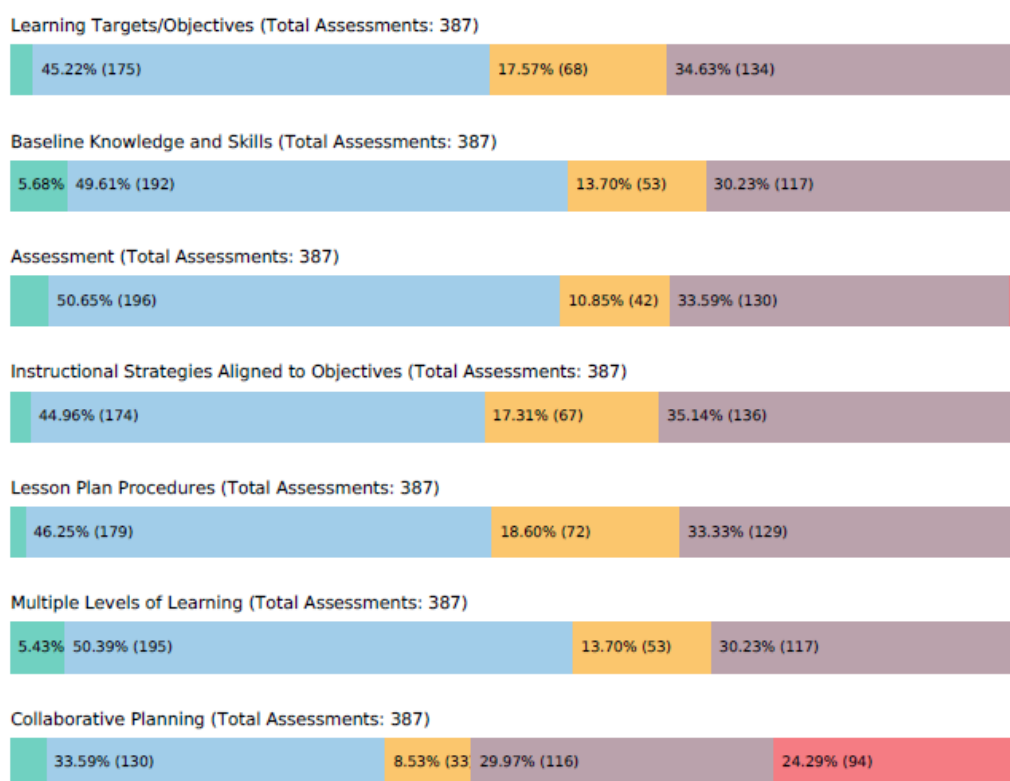
EPP Created Assessments

Data results from the Summative Evaluation and the Disposition Evaluation indicate completers are competent in areas such as Learning Targets and Student Objectives, Knowledge and Skills, Use of Assessments, Instructional Strategies, Lesson Plans, Diverse Learners, and Collaborative Planning.

Lesson Plan Development Assessment

The Lesson Plan Evaluation provides information about EPP candidates at the end of the internship. The Lesson Plan Evaluation is completed by the college supervisor and the mentor teacher. The table below reflects the score from the college supervisor and mentor teacher. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1).

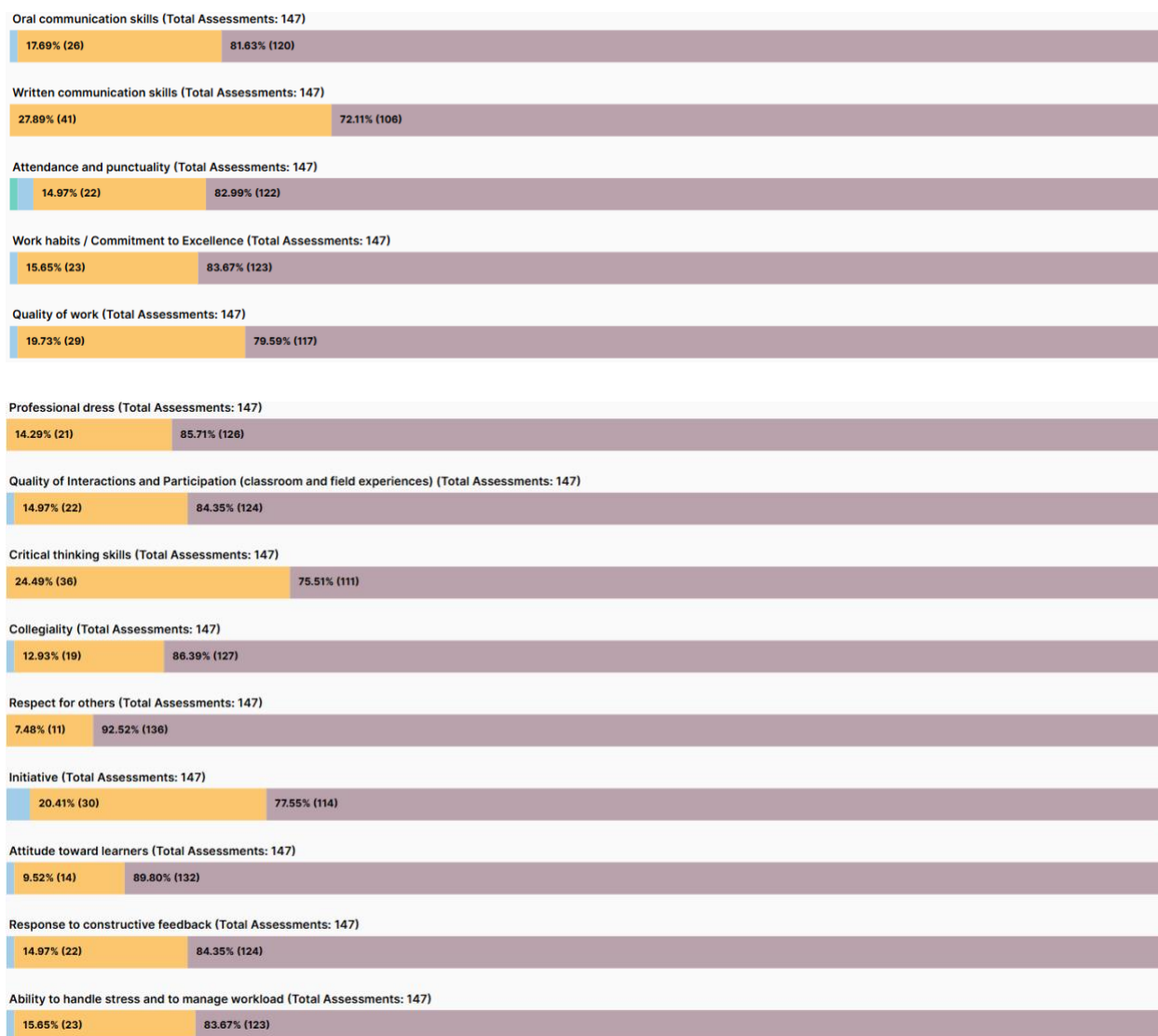
Figure 1: Lesson Plan Development Assessment Results



Disposition Assessment

All completers of the EPP are evaluated on dispositions. College faculty and mentor teachers are charged with the responsibility of evaluating not only the academic achievement of these students but also their "professional dispositions" for teaching. These dispositions are often defined as patterns of behavior and habitual tendencies that impact students, colleagues, and the school environment in general.

Figure 2: Dispositions Assessment Results



Measure 4: Ability of completers to be hired in educational positions for which they have prepared

100% of UVA Wise Completers can be hired in education positions for which they have completed program requirements.

Employment Milestones

At UVA Wise, we consider employment milestones in three ways:

1. Hired on a full-time contract
2. Retained from one year to the next
3. Awarded a continuing contract (typically referred to as Tenured)

In Virginia, a probationary term of service of three years in the same school division shall be required before a teacher is issued a continuing contract. During the probationary period, such probationary teachers shall be evaluated annually based upon the evaluation procedures developed by the employing school board for use by the division superintendent and principals in evaluating teachers as required by subsection C of § [22.1-295](#).

A teacher in his/her first year of the probationary period shall be evaluated informally at least once during the first semester of the school year. The division superintendent shall consider such evaluations, among other things, in making any recommendations to the school board regarding the nonrenewal of such probationary teacher's contract as provided in § [22.1-305](#).
(<https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-303/>)

Table 4: Employment Milestones

2025 Employment Milestones									
Endorsement Area	Year 1		Year 2			Year 3			<u>Eligible for Employment</u>
	Fall 2023 and SP 2024 Completers	Hired	Fall 2022 and SP 2023 Completers	Hired	Retained	Fall 2021 and SP 2022 Completers	Hired	Retained	
PK-6 - Elementary Education	9	9	10	9	9	18	16	16	100%
PK-12 - Foreign Language - Spanish			0			1	1	1	100%
PK-12 - Health and Physical Education	2	1	5	4	4	1	1	1	100%
PK-12 - Music - Instrumental & Vocal/Choral			1	1	1	0			100%
K-12 - SpEd-General Curriculum	1	1	4	4	4	2	2	2	100%
6-12 - Career & Technical Education - Business and Information Technology			1	1	1	0			100%
6-12 - English	2	2	1	1	1	1	1	1	100%
6-12 - History and Social Science	3	2	5	4	3	5	4	4	100%
6-12 - Science - Biology	2	2	0			0			100%
Totals	19	17	27	24	23	28	25	25	100%
* The retained values can be misleading. If a Completer didn't begin working in their first year, they could be beginning their first year teaching in year 2 or year 3.									

Summary

The UVA Wise Teacher Education Program continues to demonstrate effectiveness across all CAEP accountability measures. Our completers show strong performance in P12 classrooms, employers express high satisfaction with our graduates, and our program maintains rigorous competency standards. Through ongoing collaboration with stakeholders and continuous program improvement, we maintain our commitment to preparing high-quality educators for the region and beyond.